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ABSTRACT

This learning guide on applying consumer and homemaking skills to jobs and careers is part of a series of learning guides developed for competency-based adult consumer and homemaking education programs in community colleges, adult education centers, community centers, and the workplace. Focus is on the connections among personal, family, and job responsibilities so that these aspects of living will complement each other. Introductory material includes general guidelines/check list for users with key to symbols used to designate enhancement activities and an introduction. The guide covers three competencies: assess own qualifications concerning job requirements and personal preferences; describe characteristics that are necessary to get and hold a job; and identify and relate homemaking skills to specific jobs and careers that apply to paid employment. Materials provided for each competency include a list of learner outcomes, key ideas, definitions, facilitator strategies, and suggested learner activities. Twenty-two supplements contain information and activity sheets on the following: self-assessment; job values; fastest growing occupations, 1986-2000; fastest declining occupations, 1986-2000; employers' expectations; employability skills; accepting criticism; homemaking skills; and at-home businesses. A bibliography contains 17 items. (YLB)

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Applying Consumer and Homemaking Skills to Jobs and Careers

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General Guidelines/Checklist for Users

The terms "facilitator" and "learner" are used throughout to describe the instructor and participants.

STRATEGIES (for facilitators) and ACTIVITIES (for learners) as stated in the guide, are not always parallel as to numbering system.

Facilitators need to find out where learners are with each of the competencies. For example, if working with a group of correctional youth, the facilitator may choose not to do all the activities that might include interviewing resource people. If working with a JTPA client, for example, it might be necessary to cover all competencies.

Key to Symbols - The following symbols are used throughout the guides to designate enhancement activities:

- related basic skills, giving particular attention to language arts and mathematics
- related decision-making and problem-solving skills, including the application and transferability of these skills to personal, family, and work responsibilities to be demonstrated
- enrichment activities according to learner abilities and experiences
- interrelationship of concepts to personal, family and work
- influence of technology on the subject matter, application of knowledge, and related work
- pre- and/or posttest assessment activities

Before addressing any of the competencies, the facilitator should check in advance to see what materials or preparations are needed for the competency as numbered.

Competency #1 - Assess own qualifications concerning job requirements and personal preferences.

_____The facilitator needs to determine who the participants are and what background experiences they may have. This information can help the facilitator determine appropriateness of content and activities.

_____Duplicate Supplements 1, "Why Do You Want To Work?," 2, "How I See Myself," and 3, "How Others See Me," as appropriate, for learners to identify personal feelings about work and self.

_____The facilitator should decide if Supplement 4, "Case Study-Jenelle," is to be read or duplicated for learners and if a revised situation is needed for learner group.

_____Duplicate Supplement 5, "Rating Job Values," for Activity 4.

_____Duplicate Supplements 6, "Notes on What I Have Done," and 7, "Self-Scorer," to use as a handout for learners to identify tasks and relate those to job clusters of occupations. (See Strategies 6 and 7.)

_____Prepare Supplements 8, "Hot U.S. Jobs of the Future: Fastest Growing Occupations, 1986-2000" and 9, "Fastest Declining Occupations, 1986-2000," in the form of transparencies. The facilitator must explain the special note in Supplement 9.

_____The facilitator may consider preparing for Activity 2 by taping several lyrics of a song on a CD or cassette, or writing the lyrics on index cards.

Competency #2 - Describe characteristics that are necessary to get and hold a job.

_____To help in Method 1, the facilitator may need to bring to class a balloon to complete the exercise.

_____If appropriate, invite a local personnel director or a panel of employers to speak to learners. Ask questions about characteristics of a good employee, traits that lead to job success and how employees are rated.

_____Prepare Supplement 10, "Employers' Expectations," into a transparency and use as a guideline for explaining what characteristics employers expect from employees.

_____Duplicate Supplement 11, "Personal Appearance," and use as a handout if needed to encourage good personal appearance.

_____Supplement 12, "Dependability," could be prepared as a transparency.

_____Duplicate Supplements 20, "Homemaker Roles," 21, "Homemaker Skills," 22, "At Home Businesses," if needed to test employability skills important to get and hold a job.

_____Prepare Supplement 13, "Skills," as a transparency to help explain the three categories of skills. Be prepared to give an example of each. See Method 6 for ideas.

_____Duplicate Supplement 14, "As an Employee, What Have You To Offer?," and use as a pretest to assess personal characteristics that may lead to getting and holding a job.

_____The facilitator may select and duplicate Supplements 11, "Personal Appearance," 15, "Your Attitude and Steps to Job Success," 16, "Attendance Case Studies," 17, "Manners at Work" or 18, "Accepting Criticism," according to learners' needs for employability skills.

Competency #3 - Identify and relate homemaking skills to specific jobs and careers that apply to paid employment.

_____The facilitator may duplicate Supplement 19, "Homemakers" as needed for introducing economic and social responsibilities of the homemaker.

_____Duplicate Supplement 20, "Homemaker Roles" and use as a checklist to assess roles an individual performs.

_____The facilitator may duplicate Supplement 21, "Homemaker Skills," as a worksheet for learners to identify some skills they have and relate those to paid employment.

_____For Method 4, the facilitator may need to have ready a collection of pictures from magazines, books, or newspapers that relate to different types of home-based careers. Some examples may be a farmer, beautician, caterer, or tailor.

_____If appropriate, duplicate Supplement 22, "At-Home Businesses" and distribute to learners for good ideas on at-home business employment.

_____The facilitator should arrange to invite local business people in the community to talk to the class about positive and negative aspects of owning a business.

_____If appropriate, the facilitator may arrange to have a panel of men and women to describe their home-based careers.

Introduction

For the homemaker seeking (or returning) to work after 2 or even 25 years, finding a job need not be a miserable experience. With proper preparation, the job hunt can be a rewarding experience. Preparation means learning to recognize the experiences and talents that can help one to "sell" oneself. Men and women returning to the workforce often fail to be specific about their skills and experiences. Some men and women who have remained at home for a period of time, may have diminished self-esteem and trouble projecting their very real skills and achievements to prospective employers.

Homemakers can assess their own skills and transfer these to the present job market.

Many entering or re-entering the job market, or changing careers, need jobs immediately. Some may not have the luxury of time to explore potential career areas.

As a person begins to determine personal skills already gained, he/she can relate these to potential job opportunities. There is a need for one to expand awareness of the nature and variety of positions available.

Many persons who have not analyzed their skills, abilities, or interests are unhappy in their work. This contributes to high turnover and unemployment rates.

A high percentage of employees may lose jobs during the first month of employment because of undesirable traits. This could happen because either the employee or employer has gained false impressions. Honesty is important throughout the job hunting process. People need to learn how to present themselves in an honest way.

This guide has been developed to help one assess skills developed and match these to realistic employment options. Many of the skills required in typical homemaking activities such as budgeting, financial planning, child care, home maintenance, and pet care, are the same skills required in paid employment.

Due to space restrictions, other important aspects of applying consumer and homemaking skills to jobs and careers were not included. It is important to note that résumé writing, applying for a job, and interview skills are all topics that all learners need to be prepared for when doing a job hunt.

COMPETENCY ONE

Assess Own Qualifications Concerning Job Requirements and Personal Preferences.

Learner Outcomes

- Examine personal work needs and values.
- Relate personality, interests, and abilities to career or occupational preferences.
- Examine paid or volunteer work experiences.
- Match personal work qualifications to job interests.

Key Ideas

Personality is an important personal characteristic that can affect one's success in a career. Personality is a combination of personal traits unique to self including one's traits, habits, and mannerisms. Personality is also the way one reacts to people and situations. Succeeding on a job will be difficult if one's personality is not compatible with one's work and co-workers.

People work for all types of reasons. Why people work may give clues to determining success on a job and attitudes one has.

Dissatisfaction and conflicts on a job may be caused by a lack of matching jobs to one's skills, abilities, and interests. Interests, abilities, and personalities relate to career choices.

Preparation for career choices requires participants to identify skills and abilities developed from paid or unpaid work experience. These may include years of homemaking and volunteer work from church, scouts, schools, or charities. The learner must match identified skills and abilities to attainable occupations.

Definitions

value	- the relative worth, usefulness, or importance of something
interests	- likes, preferences for activities, events, and ideas
abilities	- natural talents; indicates skills and activities one can perform successfully
traits/ characteristics	- terms are used interchangeably; refers to habit, mannerisms, character, and style
personality	- personal traits that are unique to self, including habits and mannerisms
skill	- something you can do right now

Seven Basic Steps to Self-Assessment

Self-assessment is taking a good look at who you are and what you have to offer . . . through the eyes of the employer.

1. COLLECT INFORMATION: Collect personal, medical, and educational information; work histories; skills lists; barriers to employment; your job satisfaction factors; and more.
2. ANALYZE INFORMATION: Break down your life, work, and educational experiences into manageable and usable chunks.
3. EVALUATE INFORMATION: Measure your skills, abilities, and experiences against the needs of the employer and your own likes and dislikes.
4. PRIORITIZE INFORMATION: Sift and sort which skills or experiences are most important for your success.
5. MAKE DECISIONS: Everyday of your life you are forced with making decisions and choices. Make sure the risks you take are well-calculated ones with big payoffs.
6. COMMUNICATE: One of the top skills desired by employers and a definite "must" if you are going to find a rewarding occupation.
7. TAKE RISKS: Talk with people, ask for help, meet new employers, and learn new skills.

Strategies/Methods

1. The facilitator may need to assess why learners want to work (reasons). Supplement 1, "Why Do You Want To Work?," may give clues as to trouble spots in the learner's life and also may pinpoint learner's abilities to be successful at a particular job. Most people may genuinely want to work for a living but for "some reason" remain unemployed. Discuss with the learners how unemployment will affect feelings of value and employment.

2. The facilitator might also assess learners' feelings about work. Help learners recollect experiences and people who have influenced their feelings about work. Each learner can determine whether the influence has been positive or negative. If appropriate, have each learner share one influential example or factor with the group.

3. The facilitator can help learners list considerations they seek in employment (e.g., amount of sick leave, money, prestige a job may hold, responsibility, and amount of travel). Ask learners to visualize or picture factors that contribute to being satisfied on the job. This can help learners encourage satisfaction on a new job. The facilitator might stress not to look just at the value of being economically self-sufficient, but also the nonmaterial rewards of a career. Values such as increased self-esteem and self-confidence can permit personal growth.

4. If appropriate, the facilitator may choose to use Supplement 2, "How I See Myself," to have learners rate themselves, and Supplement 3, "How Others See Me," to have others rate the learner using personality traits (e.g., cheerful, friendly).

5. Using Supplement 4, "Case Study - Jenelle," the facilitator could help learners examine some choices available for solving dilemmas.

6. The facilitator can help learners assess their interests and skills by identifying activities done through homemaking/parenting, volunteer work/community service, paid work, school/noncredit courses, training or travel, hobbies/recreation, and other areas of interests. See Supplement 6, "Notes on What Things I Have Done."

7. After completing Strategy 6, the facilitator can help learners categorize skills and interests into Occupational Clusters (Supplement 7, "Self-Scorer"). This will help the learner identify a category of occupational preferences. The facilitator might stress that knowing one's abilities and interests can help a person identify with a career cluster or occupation.

8. If appropriate, the facilitator might consider preparing a bulletin board to help learners emphasize that everyone has special talents and individual preferences. (The facilitator may ask learners to bring in pictures from magazines or the facilitator may have prepared pictures of individuals performing activities). Make a label for each topic: **interests, abilities, and personal characteristics**. Ask learners to place their pictures below the appropriate label (e.g., "**Interests**": pictures could include people involved in activities, hobbies, and recreation; "**abilities**": pictures could be someone using mental abilities by reading, typing, working on a computer, or someone using physical skills like playing a violin to pounding a nail; "**personality**": pictures could be people in groups, people working alone, and pictures indicating values).

9. Use Supplements 8 and 9, "Hot U.S. Jobs of the Future: Fastest Growing Occupations, 1986-2000" and "Fastest Declining Occupations, 1986-2000" as transparencies. Discuss careers in demand and those declining. Pay special attention to areas that learners have interests and abilities in.

Suggested Activities

1. Have learners list reasons people work. Classify the reasons according to economic (survival), social (status), or personal (self-esteem). Have learners share some reasons in their lives. Discuss why some people never work.

2. Using the song lyrics listed below, have learner describe the feeling about work that is portrayed.

   - "Take this job and shove it. I ain't working here no more."
   - "It's been a hard day's night and I've been working like a dog."
   - "She works hard for the money and you better treat her right."
   - "You had sixteen tons. What do you get? Another day older and deeper in debt."
   - "You work hard all day and what do you get? Bony fingers."
   - "Working nine to five - what a way to make a living."
   - "It's a five o'clock world when the whistle blows; no one owns a piece of my time."

3. Using Supplement 2, "How I See Myself," have learners rate themselves according to their personality characteristics or traits. If appropriate, have each learner exchange his/her rating with someone else to rate personality traits. Learners could compare how they rated themselves to how the exchange persons rated them.

4. After completing Supplement 5, "Rating Job Values," have learners form smaller groups. Have each group reach a consensus on the top three values and list in order of importance.

   The following could be used for discussion questions:

   - Did group members feel differently about the rankings? Why or why not?
   - What factors influenced the rankings?
   - What would happen if every person had the same job values?
   - What positive job values would you want your children to have?

5. Have learners brainstorm a list of jobs they could do now and be paid for.

6. Have learners complete Supplement 6, "Notes on What I Have Done." Learners should be directed to specifically identify any interests, skills, or abilities they have that are useful in paid employment (e.g., skills of being a parent could be used in paid employment such as a childcare worker).

7. Using scores from Supplement 6, have each learner identify an occupational cluster that he or she is interested in and record it on Supplement 7, "Self-Scorer."

8. Have learners make a list of personal interests, abilities, and personality characteristics and identify a particular job and research the job requirements. Compare the two. Learners will be able to build a collection of jobs that closely match personalities, interests, and abilities.

COMPETENCY TWO

Describe Characteristics That Are Necessary To Get and Hold a Job.

Learner Outcomes

- Given resources and checklists, become familiar with characteristics necessary to get a job.
- Given examples, identify characteristics and skills necessary to hold a job.
- Using various activities, determine personal characteristics or traits that can lead to job success.

Key Ideas

Understanding that certain characteristics and traits are applicable to all jobs is an important step toward getting and holding a job.

Certain personal traits leads to job success. Attitude, abilities, initiatives, honesty, and dependability are personal traits that can help one be successful on the job.

Communication, mathematics, and science skills have been identified as basic academic skills required of high school graduates. Entry into the job market depends on having a fourth set of skills as well. These are the job-specific or vocational skills required by the occupation.

Employability skills are those general work habits and attitudes required in all jobs. They include, for example, regular attendance, appearance, positive attitude, and proper manners. Many employers believe that employability skills—skills that enable an individual to get and keep a job—are important.

Definitions

job	- paid position at a specific place or setting
occupational skills	- tasks or duties of a specific occupation
initiative	- the ability to think and act without being urged
rank	- a scale that classifies people or things; grade
employability skills	- general work habits and attitudes required in all jobs
transferable skills	- skills that can be moved (and used) from job to job (organize, schedule, operate, and follow)
self-management skills	- personality traits or flexibility skills (dependability, creative, loyal)
job-related skills	- specific skills for an occupation (data, people, things, and ideas)

Strategies/Methods

1. Have learners volunteer to state an important job characteristic in getting and holding a job (e.g., honesty, loyalty, reliability). For each important piece of information, the facilitator will blow a puff of air into a balloon—the better the information, the more air into the balloon. Let go of the balloon if an undesirable employability skill is given.

2. The facilitator could consider inviting a local personnel manager of an organization/company to speak to learners and discuss characteristics of a good employee.

3. Using Supplement 10, "Employers' Expectations," as a transparency, explain to the learners the three expectations of employers.

    1. **Appearance** is not only the way you look and dress. Appearance is also the way you act and behave, the way you write, and the way you speak and communicate.
    2. **Dependability** is one of employers' greatest expectations. Attendance is a characteristic that makes an employee dependable.
    3. **Skills** are something you can do right now!

4. Using Supplement 11, "Personal Appearance," stress the effect of personal appearance to getting and holding a job. Ask learners to comment and add to the list.

5. Dependability is one of the employers' expectations of job applicants. Using Supplement 12, "Dependability," as a transparency, ask learners to give examples of how an employer could measure an employee's dependability.

6. Another employers' expectation is skills. Using Supplement 13, "Skills," as a transparency, explain that employers measure employees' skills and categorize them according to type. The facilitator should be ready to give an example of each.

    - Self-management skills are those that you develop early in life and do not change much.
    - Job-related skills are skills learned in a specific occupation.
    - Transferable skills are skills that move with you from job to job.
    - Employability skills are those general work habits and attitudes required in all jobs.

7. The facilitator may select from the following supplements those that are appropriate for learners/group to understand the importance of employability skills:

    - Appearance is important on the job (stress cleanliness, posture, and appropriate clothing). (See Supplement 11.)
    - Attitude is a step to job success. (See Supplement 15.)
    - Attendance on the job is emphasized in Supplement 16, "Attendance Case Studies."
    - Use the pre-assessment activity in Supplement 17, "Manners at Work."

    Answers:

1. F	6. F	11. F
2. F	7. F	12. T
3. T	8. T	13. F
4. T	9. F	14. T
5. F	10. F	15. T

    ☑

    If the facilitator thinks appropriate, involve learners in some role play activities concerning manners. Suggest learners practice introducing each other, "correct" handshakes, and politeness to each other.

    - "Accepting Criticism" is a step to job success. (See Supplement 18.)

Suggested Activities

1. Using Supplement 13, "Skills," as a transparency, ask learners to list a related experience, interest, or ability according to the appropriate skill (self-management, job-related, or transferable). For example, transferable skills may be the ability to organize. Organization can be shared from job to job.

2. Using Supplement 14, "As an Employee, What Have You To Offer?," have learners determine any personal characteristics they may have that would help get and hold a job.

3. Have learners divide into small groups and role play a situation that could cause a person to lose a job. Discuss reasons a person may lose or not get a job.

4. Ask learners to brainstorm a list of reasons employers may not hire a candidate or applicant (e.g., indecision, lack of tact, overaggressive, know-it-all, no plans).

5. Using Supplement 15, "Your Attitude and Steps to Job Success," have learners give examples of the six suggestions on how to develop a positive attitude (e.g., respect: "You did a wonderful job on the final report"). Ask learners to brainstorm and add other suggestions to the steps.

6. Have learners write a paragraph explaining how attitude is related to job success. If appropriate, have learners volunteer to read the paragraph.

7. Using case studies in Supplement 16, "Attendance Case Studies," have learners answer questions about attendance on the job.

8. Using Supplement 11, "Personal Appearance," each learner might identify one personal appearance characteristic that is his/her strongest asset. (This activity is intended to promote self-confidence about appearance.)

9. Have each learner assess his/her own attitudes and knowledge about manners by completing the pretest in Supplement 17, "Manners at Work." Learners could be encouraged to discuss their thoughts. (Answers found in Strategy 7.)

10. Using Supplement 18, "Accepting Criticism," have learners react to examples given. Discuss how criticism can help one to perform better on the job.

11. If appropriate, have each learner make a list of personal traits and characteristics he/she has that can lead to getting and holding a job.

COMPETENCY THREE

Identify and Relate Homemaking Skills To Specific Jobs and Careers That Apply To Paid Employment.

Learner Outcomes

- Identify personal homemaking skills that apply to paid employment.
- Select a job suited for his/her personal interests and level of education.

Definitions

homemaking skills	- skills performed while managing home, family, and resources
life skills	- skills that are performed every day
paid employment	- wage earnings for job skills completed

Key Ideas

A job seeker can translate everyday "life skills" into marketable "job skills." The skills and abilities developed from paid or unpaid work experience and years of homemaking can help one re-enter the job market or change jobs if matched to attainable occupations.

Strategies/Methods

1. The facilitator can help learners recognize the economic and social importance of the homemaker. Using Supplement 19, "Homemakers," as a transparency, the facilitator might stress the meaning of equal opportunity.

2. Since the "homemaker" is chiefly responsible for managing and running the home, he/she plays many different roles. The facilitator can use Supplement 20, "Homemaker Roles," and direct learners to identify the multiple roles that an individual may perform.

3. The facilitator might have learners complete Supplement 21, "Homemaker Skills." Learners should identify personal homemaking skills that may be applied to paid employment.

4. If appropriate, the facilitator could help learners brainstorm different types of home-based careers (e.g., farmer, beautician, insurance agent, artist, caterer, consultant, seamstress, tailor, computer-based careers). A bulletin board, collage, or collections of pictures can be used. Resource people in these occupations also can be interviewed.

5. Supplement 22, "At-Home Businesses" can be used for ideas for full- or part-time employment. The facilitator could have learners form groups and brainstorm a list of other part-time jobs that generate extra money.

6. The facilitator could invite resource people to talk to the class on how they started their own business. Discuss the positive and negative aspects of owning a business.

Suggested Activities

1. Have learners brainstorm jobs that can be done "at home" and "away from home." Place jobs named under proper group on a chart.

2. Have learners make a list of seasonal jobs. Discuss advantages and disadvantages of seasonal work.

3. For the learner particularly interested in information about business opportunities, ask the learner to use a sheet of paper to make his/her own chart which includes job descriptions and requirements for five businesses with which he/she might like to be involved.

4. Have learners make a list of questions about home-based jobs/careers they could ask resource people. Possible questions:

   - How is your home life affected by the job?
   - How is social security, private retirements, and health insurance managed?

   Learners could choose to interview people who have home-based careers or invite people in to discuss home-based careers.

5. Have each learner identify a list of jobs to which he/she can apply his/her homemaking skills, abilities, and interests for paid employment.

SUPPLEMENT 1

Why Do You Want To Work?

Check the statements below that best describe the reasons you want to work.

Economic

____ 1. Fulfill survival needs (food, clothing, housing)
____ 2. Save for long-term goals (home, car, trips, education)
____ 3. Keep a family together during crisis (illness, divorce, unemployment)
____ 4. Save money (investments, earnings, retirement)
____ 5. Get fringe benefits (health care, life insurance)
____ 6. Get money and materia' possessions
____ 7. Measure worth as an employee

Social

____ 8. Meet new people and make friends
____ 9. Be with people who share my interests
____ 10. Prevent loneliness and isolation
____ 11. Raise social status
____ 12. Give of self to promote a better society
____ 13. Help others

Personal

____ 14. Develop a sense of achievement
____ 15. Raise self-esteem
____ 16. Increase self-confidence
____ 17. Feel secure
____ 18. Belong to a purpose or a group of people
____ 19. Use skills, knowledge, education
____ 20. Get independence
____ 21. Direct and influence others
____ 22. Meet new challenges
____ 23. Provide for personal growth
____ 24. Use talents and problem-solving abilities
____ 25. Build character
____ 26. Stimulate myself
____ 27. Be recognized and valued by others

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SUPPLEMENT 2

How I See Myself

Rate yourself as you think others would rate you. Check the appropriate column.

This Person Is		**Usually**	**Sometimes**	**Rarely**
1.	Cheerful	_____	_____	_____
2.	Friendly	_____	_____	_____
3.	Fair and just	_____	_____	_____
4.	Proud	_____	_____	_____
5.	Optimistic	_____	_____	_____
6.	Responsible	_____	_____	_____
7.	Clean	_____	_____	_____
8.	Reliable	_____	_____	_____
9.	Easy to get along with	_____	_____	_____
10.	Reasonable	_____	_____	_____
11.	Hard-working	_____	_____	_____
12.	Kind	_____	_____	_____
13.	Generous	_____	_____	_____
14.	Silly	_____	_____	_____
15.	Truthful and honest	_____	_____	_____
16.	Tolerant	_____	_____	_____
17.	Knows a lot	_____	_____	_____
18.	Has good ideas	_____	_____	_____
19.	Enthusiastic	_____	_____	_____
20.	Polite	_____	_____	_____

Source: Ohio Vocational Home Economics. (1979). *Family life education curriculum guide* (p. CE-150). Columbus: Vocational Instructional Materials Laboratory, Ohio State University. Used with permission.

SUPPLEMENT 3

How Others See Me

Name of person being described _____

Check the proper column.

This Person Is		**Usually**	**Sometimes**	**Likely**
1.	Cheerful	_____	_____	_____
2.	Friendly	_____	_____	_____
3.	Fair and just	_____	_____	_____
4.	Proud	_____	_____	_____
5.	Optimistic	_____	_____	_____
6.	Responsible	_____	_____	_____
7.	Clean	_____	_____	_____
8.	Reliable	_____	_____	_____
9.	Easy to get along with	_____	_____	_____
10.	Reasonable	_____	_____	_____
11.	Hard-working	_____	_____	_____
12.	Kind	_____	_____	_____
13.	Generous	_____	_____	_____
14.	Silly	_____	_____	_____
15.	Truthful and honest	_____	_____	_____
16.	Tolerant	_____	_____	_____
17.	Knows a lot	_____	_____	_____
18.	Has good ideas	_____	_____	_____
19.	Enthusiastic	_____	_____	_____
20.	Polite	_____	_____	_____

Source: Ohio Vocational Home Economics. (1979). *Family life education curriculum guide* (p. CE-152). Columbus: Vocational Instructional Materials Laboratory, Ohio State University. Used with permission.

SUPPLEMENT 4

Case Study - Jenelle

Jenelle received a job offer with a housecleaning business. The job pays $4.25 per hour with benefits after one year of employment. The work hours are 8:00 a.m. to 5:00 p.m.

Jenelle is excited about the job. However, the hours mean she would have to find someone to care for her seven-year-old after school for several hours. The child has never been left alone or with a babysitter.

Jenelle received another job offer to do clerical work. It is from 8:00 a.m. to 2:00 p.m. every day and pays $4.50 per hour with some benefits. She isn't excited about the job but knows it would pay the bills.

What should Jenelle do?

SUPPLEMENT 5

Rating Job Values

Rank the following items from 1 to 20 according to importance, 1 being most important, 20 being least important.

____ 1. I want a job that allows me to work hard and solve difficult problems. **(Challenge)**

____ 2. I want a job that I can do well. **(Competence)**

____ 3. I want work that lets me use my ideas. **(Creativity)**

____ 4. I want a job that is fun. **(Enjoyment)**

____ 5. I want a job with clean, healthy, and pleasant working conditions. **(Environment)**

____ 6. I want people to know about me and my work. **(Fame)**

____ 7. I want a steady job I can count on. **(Job Security)**

____ 8. I want a job in which I will learn new skills and information. **(Knowledge)**

____ 9. I want a job in which I can earn more money. **(Money)**

____ 10. I want a job doing something that makes me feel worthwhile. **(Personal Satisfaction)**

____ 11. I want a job in which I can move around, and not be standing or sitting all day. **(Physical Mobility)**

____ 12. I want a job in which I can make decisions and be the boss. **(Power)**

____ 13. I want a job in which I know and like all of the people I work with. **(Relationships)**

____ 14. I want a job that will cause people to look up to me. **(Respect)**

____ 15. I want a job that allows me to help other people. **(Service to Others)**

____ 16. I want a job in which I interact with others. **(Social)**

____ 17. I want a job in which I can be by myself and not have to interact with others or be responsible for others. **(Solitude)**

____ 18. I want a job with no overtime. **(Time)**

____ 19. I want a job in which someone tells me exactly what to do and I do not have to make decisions. **(Understood Tasks)**

____ 20. I want a job that has a variety of daily tasks and activities. **(Variety)**

Adapted and reprinted with permission from Ohio Department of Education. (1989). *Family and career transition resource guide* (p. 303). Columbus: Division of Vocational and Career Education.

SUPPLEMENT 6

Notes on What I Have Done

List specific interests, skills, and abilities that you may have that can be transferred to paid employment.

Homemaking/Parenting

Volunteer Work/Community Service

Paid Work

School/Noncredit Courses, Training

Travel

Hobbies/Recreation

Anything Else

21

Is this something you have done? If Yes, please put a check (✓).

1 ___ Grow flowering plants, trees, or shrubs
___ Floral design; flower arranging
___ Pet grooming and/or training
___ Landscape design
___ Lawn maintenance
___ Vegetable or fruit growing
___ Breed and raise pets or farm animals for sale
___ Care for an ill pet or farm animal
___ Sell plants or plant products (fruits, vegetables)
___ Select plants, trees, or flowers for a given purpose

2 ___ Manage household budget and financial records
___ Hold elective office in an organization
___ Do typing, filing, or office work for an organization
___ Take responsibility for the day-to-day administration of an organization or group
___ Supervise others
___ Take responsibility for the financial management of an organization or group
___ Use a home computer or data processing equipment
___ Maintain financial or sales records for an organization or group
___ Handle credit and/or loan applications for family or organization

3 ___ Speak before large groups
___ Obtain and schedule speakers, performers, and/or films
___ Develop audiovisual materials (films, tapes) for an organization or group
___ Write or edit a newsletter
___ Take photographs for an organization
___ Write press releases
___ Act in or announce for a play, radio, or TV program
___ Repair a radio or TV
___ Handle sound effects and/or lighting for a play, radio, or TV program
___ Operate and maintain audiovisual equipment for an organization

4 ___ Do interior decorating
___ Build furniture
___ Do painting, wallpapering, or paneling
___ Do home carpentry and/or construction
___ Make electrical repairs in the home
___ Make plumbing repairs in the home
___ Install insulation or other energy-savers
___ Do tile setting or masonry work in the home
___ Draw blueprints or floor plans

5 ___ Design posters or other graphics for an organization or group
___ Design or lay out a newspaper or brochure
___ Operate printing equipment
___ Design clothing, jewelry, or craft items
___ Perform in public as a musician, actress, or dancer

___ Serve as a guide in an art or historical museum
___ Develop displays for a library or museum
___ Write short stories or plays
___ Use aesthetic guidelines to plan or evaluate a design or artistic product
___ Evaluate a work of art, a piece of music, or a piece of literature using accepted criteria and standards

6 ___ Provide home health care
___ Give first aid for minor injuries
___ Diagnose and deal with childhood diseases
___ Care for a handicapped or elderly family member
___ Assist in caring for the ill or handicapped in a hospital or nursing home
___ Help provide emergency medical assistance in a hospital or as a member of a rescue squad
___ Help provide occupational or recreational therapy for patients in a hospital or nursing home
___ Assist in a hospital laboratory or pharmacy
___ Perform basic life-support first aid functions
___ Help maintain medical records in a hospital or nursing home

7 ___ Do family cooking and baking
___ Do quantity food preparation for an organization or group
___ Organize family recreation, social events, and entertainment
___ Plan and arrange family vacations and travel
___ Arrange group trips for an organization
___ Entertain or organize recreation for groups of children or adults
___ Teach or coach a sport
___ Organize a dinner or dance for an organization
___ Do gourmet cooking
___ Organize and supervise food service for a large party

8 ___ Manage time, schedule activities, and supervise others
___ Set priorities
___ Do craft projects such as ceramics, jewelry making, and/or stained glass
___ Train others to work in an organization
___ Organize and carry out the restoration or rehabilitation of a home, neighborhood, or building
___ Make mechanical repairs on home appliances and/or equipment
___ Build a radio, stereo, TV, or other electrical device from a kit
___ Build a terrace, deck, fence, or other outdoor feature
___ Re-putty windows and/or replace broken panes of glass

9 ___ Evaluate and purchase food, appliances, and furnishings for home use
___ Select and price items to be sold by an organization or group
___ Organize a sale
___ Create advertising or promotional materials for a sale or organization
___ Sell a product or service for an organization
___ Do fund raising for an organization or group
___ Survey and choose among suppliers of products or services for an organization or group
___ Maintain sales records for an organization's store or sale
___ Organize or take part in a food cooperative
___ Evaluate potential markets for products or services

10 ___ Clean and care for family clothing
___ Do housecleaning and supervise home maintenance
___ Assist family members with personal grooming or general beauty care
___ Give hair cuts to family members
___ Help family members with hair coloring, permanent, and so on
___ Repair and/or restore textile items
___ Create, alter, or remodel clothing for children or adults
___ Care for an infant
___ Select coordinated clothing
___ Explain the properties of various types of fibers and textiles

11 ___ Refer to others as sources of information or assistance
___ Help others obtain their rights (civil, legal, as consumers)
___ Serve as a member of a volunteer fire or police group
___ Counsel children and/or adults, individually or in groups
___ Serve as a volunteer in a social service, rehabilitation, or probation organization
___ Work with the emotionally disturbed or mentally retarded
___ Teach groups of children and/or adults
___ Tutor individual children or adults
___ Serve as a volunteer in a school or community library

12 ___ Provide family transportation
___ Drive a truck, van, or bus for an organization or group
___ Supervise automobile maintenance
___ Make routine automobile repairs (oil change, coolant change)
___ Plan, schedule, and monitor pick-ups and deliveries of people or material for an organization or group
___ Operate a motor boat or airplane
___ Help dispatch ambulances or other emergency vehicles
___ Plan or select a transportation route or system that will be most time and cost effective
___ Read maps to plan transportation routes
___ Select vehicles to be used by an organization

Now count the number of checks in categories 1 through 12 and record below.

1	___	7	___
2	___	8	___
3	___	9	___
4	___	10	___
5	___	11	___
6	___	12	___

Source: Kentucky Department of Education. (1988). *Single parent/homemaker training for life skills handbook.* Bowling Green: Western Kentucky University.

Self-Scorer

Go back to Supplement 6 and count the number of checks you have in each group. Write the numbers in the spaces below:

1	___	7	___
2	___	8	___
3	___	9	___
4	___	10	___
5	___	11	___
6	___	12	___

These groups correspond to Occupational Clusters. If you have a lot of experience in one of these occupational clusters, you may want to think about jobs in this kind of work. Your experience may also help you get college credit for some of the things you have done. Talk to a counselor at a college or vocational training institute to get more information about occupations related to your experiences and about credit for what you have done.

Occupational Clusters

1. Agriculture and Agribusiness
2. Business, Data Processing, and Office
3. Communications and Media
4. Construction and Building
5. Applied, Graphic, and Fine Arts and Humanities
6. Health
7. Food Service, Hospitality, and Recreation
8. Manufacturing, Repair, and Technical
9. Marketing and Distribution
10. Personal Services
11. Public Service
12. Transportation

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SUPPLEMENT 8

Hot U.S. Jobs of the Future: Fastest Growing Occupations, 1986-2000

Occupation	Number of Jobs 1986	2000 (Projected)	Increase (Rounded)
Salespersons, retail	3,579,000	4,780,000	1,201,000
Waiters and waitresses	1,702,000	2,454,000	752,000
Registered nurses	1,406,000	2,018,000	612,000
Janitors/cleaners (including maids and housekeeping cleaners)	2,676,000	3,280,000	604,000
General managers and top executives	2,383,000	2,965,000	582,000
Cashiers	2,165,000	2,740,000	575,000
Truck drivers (light and heavy rigs)	2,211,000	2,736,000	525,000
General office clerks	2,361,000	2,824,000	463,000
Food counter, fountain, and related workers	1,500,000	1,949,000	449,000
Nursing aides, orderlies, attendants	1,224,000	1,658,000	434,000
Secretaries	3,235,000	3,658,000	424,000
Guards	794,000	1,177,000	383,000
Accountants and auditors	945,000	1,322,000	377,000
Computer programmers	479,000	813,000	334,000
Food preparation workers	949,000	1,273,000	324,000
Teachers, kindergarten and elementary	1,224,000	1,658,000	434,000
Receptionists and information clerks	682,000	964,000	282,000
Computer systems analysts, electronic data processing	331,000	582,000	251,000
Cooks, restaurant	520,000	759,000	239,000
Licensed practical nurses	631,000	869,000	238,000
Medical assistants	132,000	251,000	116,000
Home health aides	138,000	249,000	111,000
Dental assistants	155,000	244,000	89,000
Radiologic technologists/technicians	115,000	190,000	75,000
Paralegal personnel	61,000	125,000	64,000
Data processing equipment repairers	69,000	125,000	56,000
Dental hygienists	87,000	141,000	54,000
Employment interviewers, private or public employment services	75,000	129,000	54,000
Physical therapists	61,000	115,000	54,000
Medical records technicians	40,000	70,000	24,000
Physical and corrective therapy, assistants and aides	36,000	65,000	29,000
Peripheral electronic data processing equipment operators	46,000	70,000	24,000
Operations and systems researchers	38,000	59,000	21,000
Optometrists	37,000	55,000	18,000
Occupational therapists	29,000	45,000	16,000
Data entry keyers, composing	29,000	45,000	16,000
Physician assistants	26,000	41,000	15,000
Podiatrists	13,000	23,000	10,000

Source: U.S. Department of Labor, Bureau of Labor Statistics, 1987.

SUPPLEMENT 9

Fastest Declining Occupations, 1986-2000

Occupation	Number of Jobs 1986	2000 (Projected)	Decrease (Rounded)
Farmers	1,182,000	850,000	-332,000
Farm workers	940,000	750,000	-190,000
Industrial truck and tractor operators	426,000	283,000	-143,000
Electrical and electronic assemblers	249,000	116,000	-133,000
Textile draw-out and winding machine operators and tenders	219,000	164,000	-55,000
Stenographers	178,000	128,000	-50,000
Chemical equipment controllers, operators and tenders	73,000	52,000	-21,000
Statistical clerks	71,000	52,000	-19,000
Station installers and repairers, telephone	58,000	40,000	-18,000
Central office and PBX installers and repairers	74,000	57,000	-17,000
Railroad brake, signal, and switch operators	42,000	25,000	-17,000
Electronic semiconductor processors	29,000	14,000	-15,000
Railroad conductors and yardmasters	29,000	17,000	-12,000
Gas and petroleum plant and system occupations	31,000	20,000	-11,000
Chemical plant and system operators and tenders	33,000	23,000	-10,000
Shoe sewing-machine operators/tenders	27,000	18,000	-9,000
Central office operators	42,000	34,000	-8,000
Coil winders, tapers, and finishers	34,000	28,000	-6,000
Directory assistance operators	32,000	27,000	-5,000
Compositors, typesetters, and arrangers, precision	30,000	25,000	-5,000

Note: Just because demand for these occupations is declining, it does not mean that there are no job openings in these fields. These occupations are shrinking, but they are not dead. Beware, however, that fewer opportunities and a growing number of laid-off workers means high competition for any job opening.

Source: U.S. Department of Labor, Bureau of Labor Statistics, 1987.

SUPPLEMENT 10

Employers' Expectations

APPEARANCE

- Way you look
- Way you behave
- Way you write
- Way you speak

DEPENDABILITY

- Attendance
- Punctuality
- Reliability

SKILLS

• Job-related	• Transferable	• Self/management
• Work experience	• Life experiences	• Interest/hobbies
• Education/training	• Achievements	• Leisure activities

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SUPPLEMENT 11

Personal Appearance

Good grooming and the techniques you use for your individual features can make a big difference in personal appearance.

Cleanliness of skin, hair, teeth, hands, and fingernails is essential. Skin is your outer wrapper, so it should look clean, healthy, and smell good. Remember, an employer can smell you as well as see you!

To have that well-groomed look, you should give your hands and fingernails some special attention. Wash your hands often during the day, especially if you are involved in activities that cause them to get dirty. Your fingernails should not be jagged, split, or bitten. They should be neatly cut with nail clippers or filed. An easy way to keep your nails clean is to brush them with a stiff brush and water.

The oils and salts that collect on your skin can cause body odor, which requires soap to clean. Using a deodorant everyday keeps underarms dry and prevents odor. Be careful about the amount of perfume, after-shave, or cologne you wear. A strong fragrance can be offending, especially if you use it to cover up body odor instead of bathing.

If jewelry is worn, select pieces carefully and sparingly. Oversized or excessive jewelry can be distracting, takes away from your looks, and can be unsafe.

Your hair should be clean, free of oil, and combed or brushed. Choose a hairstyle and cut that looks best on you.

Proper care of your teeth adds to a good personal appearance. Visit a dentist for regular checkups; brush your teeth daily, and especially before a job interview. Pleasant breath will help make a good impression on your prospective employer.

The next area you should think about is your facial expression. Remember, your facial expressions show your mood, your attitude toward others, and your self-concept. An employer will be impressed by you if your facial expression is relaxed, friendly, and alert. Don't be afraid to smile—a smile can go a long way.

Posture is another important part of good grooming. The way you hold and carry your body can say a lot about how you feel about yourself. The best posture is a straight and relaxed position that is comfortable for your body. Good posture comes through practice—so give it a try.

The clothes you choose should reflect your taste, and your feeling of self-worth. For example, if you select clothes that bring out your best features, they will look better on you and you will feel good about how you look. What should you wear to a job interview?

Try to dress like a person you would hire. This doesn't mean you should put on party clothes or formal wear. Your best bet is to choose an outfit whose style, color, and fit do the most for your appearance. What you wear to work will depend upon the type of job you have. Notice what other people are wearing to work and dress similarly. THE WRINKLED OR SLEPT-IN LOOK OF CLOTHING IS NOT IN FASHION FOR A JOB INTERVIEW!

For a job interview, avoid sneakers or dull, unpolished shoes. They may have their place, but not on a job interview.

Personal appearance affects how you feel about yourself and how you impress other people. A little work on improving your personal appearance could pay big dividends. If you work at keeping yourself in the best possible physical condition and you are well-groomed, you'll have a much better chance of getting that job you want.

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SUPPLEMENT 12

Dependability

ATTENDANCE & PUNCTUALITY

being where you're supposed to be when you're supposed to be there

getting work done on time

RELIABILITY

doing more than "just your job"

doing whatever is needed to get the work done CORRECTLY

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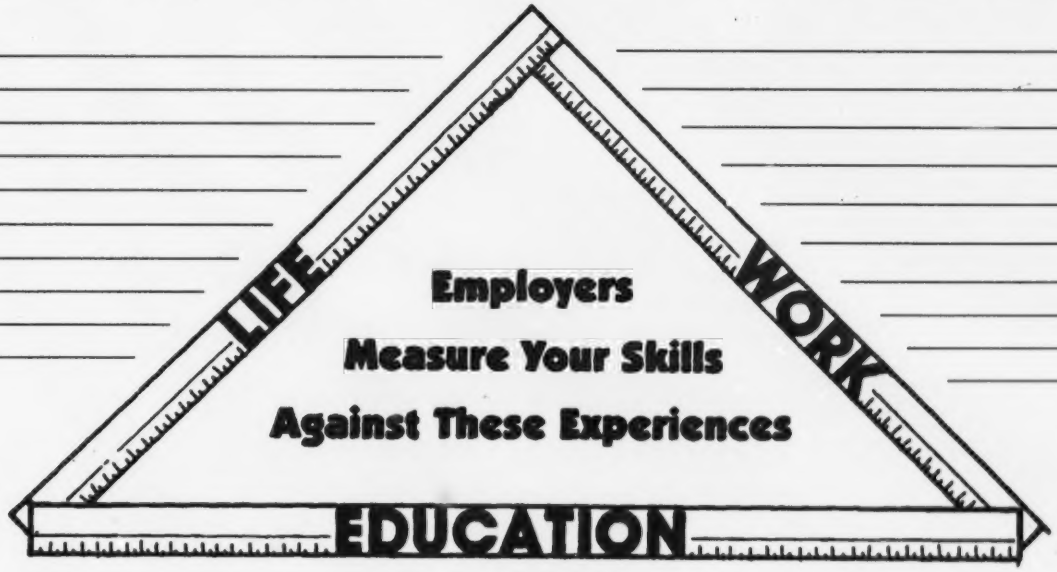
SUPPLEMENT 13

Skills

Employers Measure Your Skills Against These Experiences

SELF-MANAGEMENT SKILLS

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____



JOB-RELATED SKILLS

_____ 1.
_____ 2.
_____ 3.
_____ 4.
_____ 5.
_____ 6.
_____ 7.
_____ 8.
_____ 9.
_____ 10.

TRANSFERABLE SKILLS

1._____	4._____	7._____	10._____
2._____	5._____	8._____	11._____
3._____	6._____	9._____	12._____

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SUPPLEMENT 14

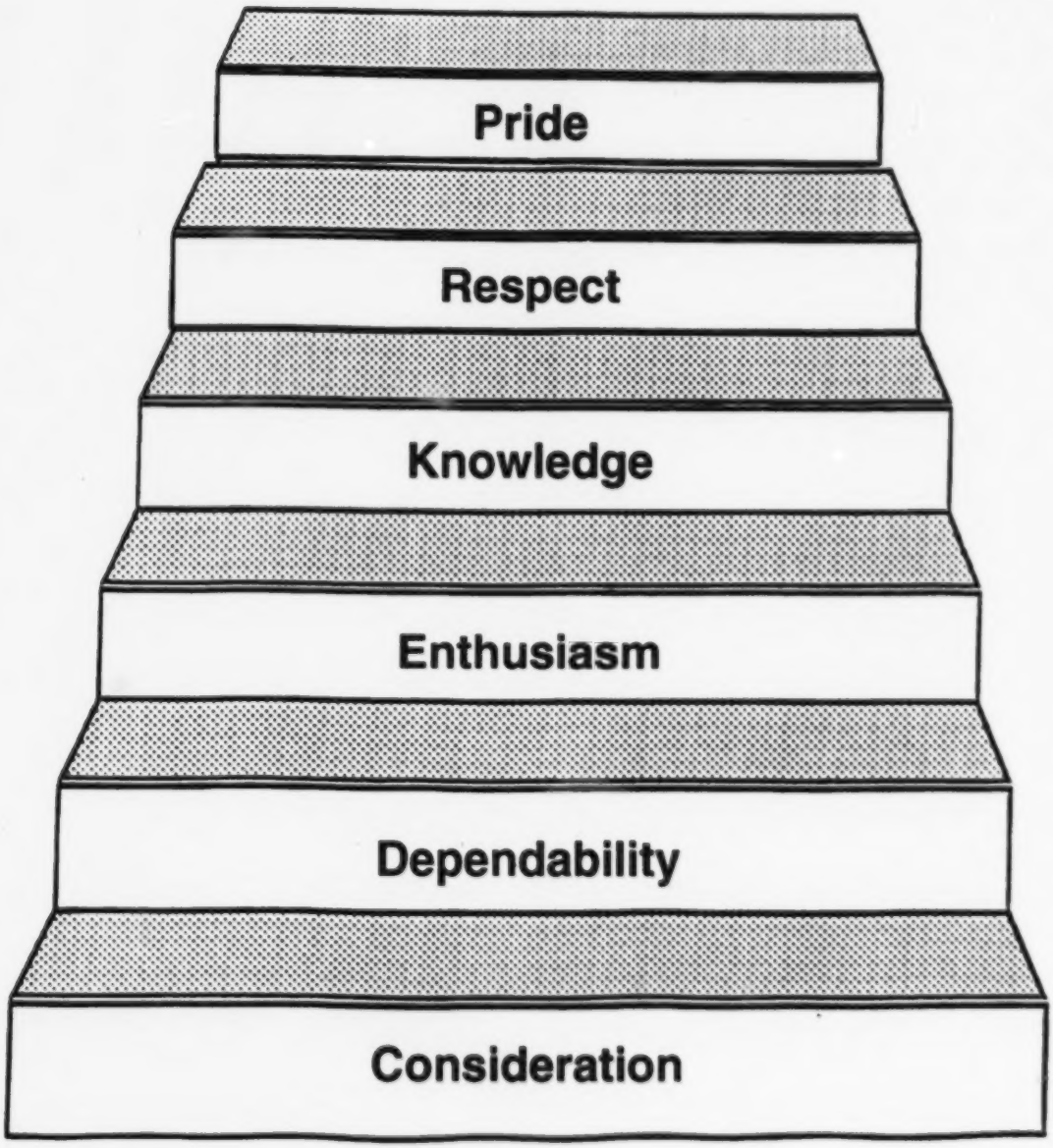
As an Employee, What Have You To Offer?

Answer the following questions honestly. Place an "X" in the correct blank.

YES	NO		
___	___	1.	Are you willing to learn new skills and new ways of doing things?
___	___	2.	Are you neat in your personal appearance and work habits?
___	___	3.	Are you punctual?
___	___	4.	Can you apply yourself to a job without being easily bored or distracted?
___	___	5.	Can you adapt to new and unexpected situations easily?
___	___	6.	Can you work under pressure without becoming overly nervous and upset?
___	___	7.	Are you capable of taking things in stride?
___	___	8.	Have you enough initiative to be able to work on your own?
___	___	9.	Are your job plans in keeping with your own capacities and the opportunities employers have to offer?
___	___	10.	Are you reliable? Can you be depended on to do a satisfactory job?
___	___	11.	Can you cooperate with fellow workers?
___	___	12.	Can you cooperate with supervisors and managers?
___	___	13.	Can you follow directions willingly, asking questions when necessary?
___	___	14.	Can you understand instructions and carry them out or ask questions when instructions are unclear?
___	___	15.	Can you accept criticism without feeling hurt?
___	___	16.	Can you work without constant supervision?
___	___	17.	Can and do you complete a job once you start it?
___	___	18.	Do you like working with other people?

SUPPLEMENT 15

Your Attitude and Steps to Job Success



SUPPLEMENT 16

Attendance Case Studies

"Dear Boss, I Can't Be There Because . . ."

Read the stories below. Decide for each story whether the boss was given enough notice.

1. Tyrone is scheduled to work at 9 a.m. Friday. He tells his boss Thursday morning that he can't work Friday because he has a doctor's appointment.

   Does he give enough notice? _____
   If not, when should he have told his boss? _____

2. Sui-Line is scheduled to work Tuesday at 6 p.m. at Floyd's Restaurant. She gets sick Tuesday morning so she stays in bed all day. She calls her employer at 5 p.m. to tell him she is sick and can't come to work.

   Did she give enough notice? _____
   If not, when should she have told her boss? _____

3. Cindy's favorite rock star is going to be in town May 15th. She waited in line six hours to get tickets the month before. On May 12th she asked her employer for the 15th off so she can go to the concert. She told him she already bought the tickets.

   Did she give enough notice? _____
   If not, when should she have told her boss? _____

4. Dakota's son was hurt at work and taken to General Hospital at 2:30 p.m. on Thursday. Ed is supposed to work at 4:00 p.m. He calls at 2:45 p.m. to explain why he can't work that day.

   Did he give enough notice? _____
   If not, when should he have called? _____

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SUPPLEMENT 17

Manners at Work

DIRECTIONS: Answer the following questions with True, "T" or False, "F."

_____ 1. Employees should never call employers by their first names.

_____ 2. It is better to make no introduction at all than to use an incorrect form.

_____ 3. When introducing a person outside your company to someone inside, begin with the visitor first.

_____ 4. Introduce a person lower in rank to a person higher in rank.

_____ 5. "How do you do?" is the only appropriate response to an introduction.

_____ 6. A man should wait for a woman to offer a handshake.

_____ 7. A woman should never open a door for a man.

_____ 8. It is polite to talk with business associates about their interests.

_____ 9. It is polite to talk with business associates about their health.

_____ 10. If someone compliments you, it is polite to respond, "Oh, I didn't do that well."

_____ 11. If you dial a wrong number, just hang up.

_____ 12. Identify yourself to anyone you phone on business.

_____ 13. It is polite to answer a phone with your extension number only.

_____ 14. A visitor with an appointment takes priority over a telephone caller.

_____ 15. Don't smoke in someone's office without asking permission.

Introductions

Always introduce people who have not met, even if you forget names and blank out on the proper procedure.

When introducing a person outside the company to an employee, begin with the visitor first.

Introduce a person of prominent position of respect first.

Providing additional information in an introduction helps put others at ease.

Handshakes

Business meetings with people from outside the company begin and conclude with a handshake.

The person hosting a meeting extends his/her hand first.

If seated, both men and women may stand up for introductions and handshakes.

Smoking

Observe company policies in regard to smoking on company property.

Appointments

If you are late, tell the other person.

Hosts, whether men or women, help visitors off with coats and open doors for them.

Conversational small talk is proper before and after a meeting, but not during it.

When concluding a meeting, a host should stand up and offer a handshake.

If the office is in a maze of corridors, escort visitors out or to the elevator.

Conversation

Before a gathering, learn the names of prominent people who will attend.

Stand about four feet from people during a conversation.

Maintain good eye contact; don't let your eyes roam around the room.

Never interrupt people while they are talking.

Taboo topics for conversation include the following:

Confidential information	Controversial subjects
Your health	Other people's health
Personal misfortunes	How much things cost
Stories in questionable taste	Harmful gossip

Telephone

If you dial a wrong number, apologize before you hang up.

Identify yourself to anyone you call.

Avoid making business calls to someone's home.

Don't eat while talking on the phone.

Leave others on "hold" for short times only.

Answer a line by giving your name and department.

A person with an appointment has priority over a caller.

Wait to enter an office when someone is on the phone.

When transferring a call, give the caller the name, title, division, and extension number of the office.

Accepting Criticism

Criticism does not have to be viewed as bad or negative. Criticism can be a suggestion for improvement. Criticism can help you be better at your job. Read the stories below. What will happen to each worker if the employer does not make a suggestion for improvement?

1. Bill talks on the phone a lot at work. He also takes long lunch hours. Other workers see that. WHAT WILL HAPPEN TO BILL IF HIS EMPLOYER DOESN'T SAY SOMETHING TO HIM ABOUT THIS?

2. Lena often forgets to punch out from work. Sometimes her employer is not sure how many hours she worked. WHAT WILL HAPPEN TO LENA IF HER EMPLOYER DOESN'T CALL THIS TO HER ATTENTION?

3. Jake is a very good worker. Tuesday he was sick. He forgot to call in to work. WHAT WILL HAPPEN TO JAKE IF HIS EMPLOYER DOESN'T DISCUSS THIS WITH HIM?

4. Ellie works in a restaurant. Her writing is very hard to read. Sometimes the cooks can't read her orders. WHAT WILL HAPPEN TO ELLIE IF SOMEONE DOESN'T CORRECT THIS?

5. Geraldo gets paid for how much he sells. He takes long breaks and comes to work late. WHAT WILL HAPPEN TO GERALDO IF HIS EMPLOYER DOESN'T CRITICIZE HIM?

Now you can see how criticism can help. Some people do not take criticism well. Some workers do the following:

- BLAME SOMEONE ELSE - "It's Pete's fault."
- ARGUE THAT IT'S NOT THEIR FAULT - "I did not do it wrong."
- MAKE EXCUSES - "If this cash register was any good, I'd be faster."
- COMPLAIN ABOUT BEING PICKED ON - "You always get mad at me."
- POUT - (won't talk at all)

Do you do any of these when you are criticized? If so, put a check by it. That is something you need to stop doing.

Adapted and reprinted from Kentucky Department of Education. (1988). *Single parent/homemaker training for life skills handbook*. Bowling Green: Western Kentucky University.

SUPPLEMENT 19

Homemakers

"My wife doesn't work. She stays at home with the kids."

All too often this is how many people still talk about the family member who receives no paycheck.

Homemaking **is** work!

And homemakers contribute a lot to the family budget. Not in dollars earned, but in dollars not spent . . . on the wide variety of services required to maintain a quality family environment.

Even if your family has more than one wage earner, or no children, the homemaking job remains.

The home is an equal opportunity employer.

There are plenty of jobs for everyone.

The American Home Economics Association
A force for families
2010 Massachusetts Avenue, NW
Washington, DC 20036

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Homemaker Roles

As homemakers, we play many different roles each day. Check (✓) which ones you have done this week.

____ Companion to your family members.

____ Coordinator of family activities.

____ Decision-maker - decide what clothing children will wear, when to visit a friend or relative, whether to buy that piece of furniture, and so on.

____ Seamstress - mend rips, sew on buttons, make patches, sew a seam.

____ Laundress - gather, sort, wash, and fold and iron clothes.

____ Nurse - care for a sick member of the family.

____ Treasurer - make sure family bills and accounts are straight.

____ Chief Cook - plan and prepare family meals.

____ Purchasing Agent - buy groceries, clothing, and other home needs.

____ Counselor - helping and answering questions, listening to concerns, and solving problems.

____ Chauffeur - drive family members to various places.

____ Maintenance worker - see that repairs to the house are made; plan cleaning and repair schedules.

____ Teacher - help with homework; encourage interest in books, music, and other learning activities.

____ Gardener/Landscaper - plant, weed, and cultivate the garden; cut, rake, and care for lawn and flowers.

____ Community member - participate in church, school, and civic organizations.

____ Host/Hostess - to guests that come to the house.

____ Interior Decorator - choose things for the home to make a pleasing environment.

____ Carpenter - small repairs or major remodeling.

____ Plumber - provide repair or installation in home.

____ Car Care - wash car, check oil, gas, service, tires, insurance, and repairs.

What else can *you* think of?

Aren't you a fantastic person!

Source: Ohio Vocational Home Economics. (1979). *Family life education curriculum guide* (p. CE-70). Columbus: Vocational Instructional Materials Laboratory, Ohio State University. Used with permission.

SUPPLEMENT 21

Homemaker Skills

DIRECTIONS: On the left side, list everything you have done this week. Include any task, responsibility, or hobby. On the right side of the page, make a list of what these activities would be called if they were paid work.

HOMEMAKER SKILLS	PAID WORK
EX: cooking	Chef - Catering
shopping	Buyer - Personal Shopper
home maintenance	Custodian - school, church

SUPPLEMENT 22

At-Home Businesses

Do you want to work only when your children are in school? Earn extra cash in the evening or on weekends? Do you hope to run a business full-time someday, but not today? If so, you're a prime candidate for a part-time business from home. Here are 20 that can be launched for less than $500. The first six can be started with less than $100 (primarily for business cards and either a small newspaper advertisement or printed flyers).

1. **BED AND BREAKFAST** "After my son went away to college my house was much too large for one person," says Millie Groobey of Washington, DC. Instead of moving she turned three bedrooms into rooms for tourists and business travelers. Millie charges $30 to $65 a night for a room, including breakfast.

   Spring and fall are Millie's busiest seasons. In the beginning, guests came to her through an area bed-and-breakfast reservation service that charged a 25% commission. After her own business became successful, Millie bought the reservation service. The hardest part, says Millie, is keeping the house neat all the time. "I want people to feel they're staying in a place that's well cared for," she adds.

2. **PARTY CLOWN** As a Scout leader and Sunday-school teacher. Karen Smith of Stockton, California, enjoyed working with children. When her husband's union went on strike nine years ago, Karen invested $20 in a clown wig and makeup and became Hanna Banana, a party clown. After her first job—performing at a birthday party for twins—her business spread by word of mouth. She promoted it further through advertisements in shoppers' newspapers. She gets additional publicity by giving free performances at libraries.

   Karen's weekends are now booked with parties at $60 and up. That includes the nontoxic face paints she puts on children and small prizes (always safe items that can't be swallowed). Karen also performs at company picnics for about $100 an hour.

3. **HAIR BOWS** When Pattie Crawford took her homemade hair bows to stores for possible sale, the store owners told her they were interested—providing each bow was packaged on a printed card. Filling that request increased Pattie's costs dramatically, but she feels it was worth it. "Packaging is important for stores," she says. Selling for $5 to $25 apiece, Pattie's grosgrain and satin bows include hand-painted designs, pearl trim, and even pouches holding sets of jacks. Pattie taught a hair-bow class in a fabric store in Arizona, and has written three hair-bow pattern books that sell from $4.50 to $10.

4. **BREAKFAST DELIVERY SERVICE** Calling her food service Breakfast for Two, Diane Sullivan of East Greenwich, Rhode Island, delivers elegant breakfasts to homes and offices. Each includes fresh fruit (such as grapes, kiwi, or melon), a wedge of imported cheese, warm pastries, croissants, jam, tea or coffee, and a small bottle of chilled champagne—all served on a basket tray with cloth napkins and real wine glasses.

   Diane makes about 15 deliveries a week at $48 each. Her car is equipped with an insulated box to keep the baked goods warm. Although she has delivered baskets as early as 5 a.m., Diane is always finished by 11 a.m.

   She gets her customers from ads in area newspapers and by word-of-mouth from happy recipients and envious bystanders. "Office deliveries really provide me with the most exposure to prospective customers," she says.

5. **PET-SITTING** When Gail Cettei saw a TV report on pet-sitting, she was intrigued. "I wanted to do something radically different from being a hospital therapist," she says. Gail posted flyers (offering to care for pets in their own homes) in stores and on windshields of parked cars in and around Cherry Hill, New Jersey. "I found a tremendous response," she says.

After two years of caring for pets part-time, Gail quit her hospital job to work full-time on her business, Creature Comforts. She charges $8 for each 30-minute visit to a client's home and will walk dogs, take in newspapers, and water plants as well as feed the animals. So far, some 65 clients use her service regularly.

6. **CAKE DECORATING** Getting started in cake decorating requires a heavy-duty mixer (good ones can cost $200 or more), an assortment of durable baking pans, and a supply of sturdy boxes to transport cakes safely. Ann Morris began in typical fashion—by baking cakes for friends and family. Word spread quickly, and now many of her customers are people who've tasted her cakes at birthday parties, christenings, and weddings. Small cakes are $15 to $25, and $175 buys a four-tier wedding cake that serves 200. Ann also increases her income—and her customer base—by teaching a cake-decorating course.

7. **SHOPPING AND ERRAND SERVICE** Errands to Go customers include elderly shut-ins as well as busy working people. Debra Shumard shops for groceries, gets children ready for school, takes pets to kennels, buys gifts, and runs errands—all for $10 to $12.50 an hour.

   Debra began by printing flyers that a local supermarket allowed her to distribute in the store. She also sent press releases to area publications, including a business magazine that published an article about her enterprise. Talks at club meetings around her Canton, Ohio, home also attract customers.

8. **MAKING APRONS AND PILLOWS** Both Ginny Garrott and Grace Kolb loved to sew. The lace-trimmed pillows and aprons they made were so appealing friends and neighbors asked to buy them. That prompted the women to take samples to gift shops run by the Kentucky Parks Department. As a result, they were soon filling orders.

   After Grace's death, Ginny expanded sales of Ginny-Grace Products to gift shops in a five-state area. She and her husband, Dan, take samples on vacation trips to show to shop owners. Hand-quilted pillows go to shops for $12; aprons, $7.50 to $12.

9. **BASKETRY** In 1986, Terry Waldron took a basketry class and gave the results to her friends for Christmas. By the following spring, she was selling her creations on consignment at a shop near her home in Cumberland Foreside, Maine.

   To create her baskets—which take at least an hour each—Terry collects bittersweet vine, wood, grasses, shells, and mosses in the wild. "Half the fun," she says, "is going into the woods and seeing what I can find." Shoppers pay $15 to $40 per basket; she receives 70%.

10. **MOBILE NOTARY PUBLIC** A notary's signature and seal are needed on many legal documents, yet notaries are often hard to find. Charlotte Mitchell of San Diego solves that problem by taking her notary seal to hospitals and nursing homes as well as homes, offices, and hotels.

    Charlotte began her Notary on Wheels as a moonlighting venture when she was a secretary. To become a notary in California (requirements vary from state to state) she had to take an open-book test, have her background checked, and pay less than $100 in license fees. To drum up business, she sent a flyer describing her service to hospitals and nursing homes. She now works full-time as a notary, charging $25 for the first signature, $2 for each additional. Most customers learn about her from a large telephone directory ad that costs $350 a month. To increase her efficiency, Charlotte installed a car phone so she can check her answering machine while on the road.

11. **DESIGNING GREETING CARDS** After retiring at 65, Clarissa Johnson started painting scenes of African-American family life. Thinking they'd make nice greeting cards, the Detroit woman had three designs printed up, spending about $100 for several dozen cards. The cards were so popular that Clarissa's Creations now ships 24 designs to gift and card shops throughout the country. Full-color cards sell for $1.95 each, charcoal illustrations for $1.50.

Clarissa handles the design, sales, and distribution of her greeting cards from home, with the help of a small staff. "You have to have a lot of perseverance," she says. "I always put my profits back into the business."

12. **CHILDREN'S SWEATSUITS** After experimenting with tie-dyeing various clothes, Shelly Pint decided that children's sweatsuits were the most marketable. Some of her most popular items also feature hand-painted designs.

To keep costs low, Shelly sews her own sweatsuits, then paints on the designs in the kitchen of her Brooklyn Park, Minnesota, home. Two-piece suits sell for about $10 to $30 through shops or to customers who come to her home. She runs ads in local newspapers and holds one-day sales to attract new customers.

13. **TOUR GUIDE SERVICE** While not every city has as much to offer visitors as Philadelphia does, Nancy Gilboy insists that many towns and cities could be profitable for tour guides. "The most important thing is to meet people who handle conventions at hotels," she says.

Nancy Gilboy Tours provides both full and "step-on" guide service (where part-time guides join groups on their own buses), but the same service could be run on a smaller scale, she says. Nancy coordinates the tours and directs the guides (all of whom wear eighteenth-century costumes) from her home, charging about $90 for a three-hour guided tour.

14. **VICTORIAN LAMPSHADES** When Kitty Cornessl of Escondido, California, had trouble finding a shade for an antique Victorian lamp, she made her own from silk, braid, and fringe. It received so many compliments that she took a few shades to a lighting store. They placed an order and her business was launched. She soon quit her part-time job and now makes about 20 shades a month.

Kitty buys frames from a wholesaler, than adds fabric and trim. Her 50 styles of lined shades sell for $55 to $175. All her customers have seen her shades in shops or a friend's home; she has never advertised.

Kitty makes a point of hand-delivering her shades; "I want to make sure the customers are happy," she says.

15. **BRIDAL VEILS** A personnel administrator by day, Allyson Vincent creates bridal veils, hats, and headpieces after hours. She advertises in the telephone directory and receives referrals from previous clients. Customers come to Allyson's home in Hoffman Estates, Illinois, to look at samples and discuss their ideas. Prices vary with the time and materials needed, but start at $80.

16. **LORI'S PLANT SERVICE** Lori Juenke turned her favorite pastime—raising houseplants—into a business. After checking out the competition around Reno, Nevada, she distributed a price list to offices and restaurants that might need a plant-care service. She secured appropriate business licenses, then bought plant food, sprayers, and other supplies and placed an ad in the telephone directory.

Starting with seven customers the first year, Lori now has more than 50 clients who pay around $4 a plant per month for twice-weekly watering, fertilizing, and spraying. (The price drops to about $3 per plant for more than 30 in one location.) If any plants under Lori's care die, she'll replace them free.

17. **NEW-MOTHER CARE** As a mother of six, Dorothy Harrison knew firsthand the stresses mothers face when they bring a new baby home. She started MotherCare to provide in-home helpers to cook, offer infant-care guidance, and provide sibling care and emotional support to new moms.

In the beginning, Dorothy was the only caregiver. She now employs five part-time workers who are all experienced mothers trained in childbirth recovery and early infant care. Dorothy's major costs were liability insurance ($275 for six months) and advertising brochures. "My biggest surprise," she says, "was that I got busy so fast." That quick success may be due to her ad in a diaper-service newspaper and referrals from doctors in Edmonds, Washington. Fees are $15 per hour, with a minimum of three 4-hour days.

18. **TYPING SERVICE, INC.** If you type 120 words per minute, as Sharon Murphy Hale does, deciding what business to start is easy. Sharon began typing at home when she was pregnant with her fifth child. She now has nine children and she's still at it. "This has spoiled me from ever working for anyone else again," she says.

Sharon started her business in Kansas City, Missouri, with only an electric typewriter. She used some of her first profits to buy a computer system, then added a folding and mailing machine later. Sharon charges $3 per double-spaced page or $25 per hour for transcribing dictation. Her clients include major corporations, law firms, and graduate students.

19. **PARTY CHAIRS** Linda Preziosa and her sister Sandra Chin rent out unusual party decorations—chairs covered to look like a comical bride and groom (for wedding showers) or Mother Goose (for baby showers). "We wanted to do something different," says Linda, who lives in Malden, Massachusetts. Their first customers came from an ad in a local paper's bridal directory and from displays of the chairs at craft shows. Now all customers come by referral or from seeing the chairs in use.

Linda and Sandra have four sets of bride-and-groom chairs so they can rent to several parties on the same day. The bride and groom sets rent for $80, Mother Goose for $40.

20. **DAY CARE REFERRAL** Finding conveniently located day care that fits the parents' schedules and the children's needs can be difficult. That's why Debra Lowry started her Day Care Referral Network. Rhode Island parents pay $18 for a customized computer search of 500 licensed providers and receive a list of at least 15 day-care sources that meet their needs. "We provide information as a preliminary screening," says Debra, who works as a health-care administrator and runs the network after hours. She conducts about 15 searches each week for customers who learn about her service from advertisements in newspapers and the telephone directory.

A START-UP BUDGET

The cost of starting a home business varies with the type, location, and method of attracting customers. The following are sample costs for the most common start-up expenses:

Business cards	$25 for 500
Answering machine	$49 to $125
Flyers	$20 to $25 for 500
Ad in weekly newspaper	$15 to $35 per week
Yellow Pages ad	$12 to $95 monthly fee
Coupon-ad mailer	$430 for one mailing to 10,000 homes
Local business license	$15 to $35

If a personal computer is needed, plan on spending about $1,000, plus another $500 for a printer. Facsimile machines and small copiers also cost about $750 each.

Adapted from Warshaw, R. (1990, October 2). Start a home business with $500 or less. *Women's Day*, pp. 34, 36, 38.

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WORLD-CLASS EDUCATION FOR THE 21ST CENTURY: THE CHALLENGE AND THE VISION

VISION STATEMENT

As we approach the 21st century, there is broad-based agreement that the education we provide for our children will determine America's future role in the community of nations, the character of our society, and the quality of our individual lives. Thus, education has become the most important responsibility of our nation and our state, with an imperative for bold new directions and renewed commitments.

To meet the global challenges this responsibility presents, the State of Illinois will provide the leadership necessary to guarantee access to a system of high-quality public education. This system will develop in all students the knowledge, understanding, skills and attitudes that will enable all residents to lead productive and fulfilling lives in a complex and changing society. All students will be provided appropriate and adequate opportunities to learn to:

- communicate with words, numbers, visual images, symbols and sounds;
- think analytically and creatively, and be able to solve problems to meet personal, social and academic needs;
- develop physical and emotional well-being;
- contribute as citizens in local, state, national and global communities;
- work independently and cooperatively in groups;
- understand and appreciate the diversity of our world and the interdependence of its peoples;
- contribute to the economic well-being of society; and
- continue to learn throughout their lives.

MISSION STATEMENT

The State Board of Education believes that the current educational system is not meeting the needs of the people of Illinois. Substantial change is needed to fulfill this responsibility. The State Board of Education will provide the leadership necessary to begin this process of change by committing to the following goals.

ILLINOIS GOALS

1. Each Illinois public school student will exhibit mastery of the learner outcomes defined in the State Goals for Learning, demonstrate the ability to solve problems and perform tasks requiring higher-order thinking skills, and be prepared to succeed in our diverse society and the global work force.

2. All people of Illinois will be literate, lifelong learners who are knowledgeable about the rights and responsibilities of citizenship and able to contribute to the social and economic well-being of our diverse, global society.

3. All Illinois public school students will be served by an education delivery system which focuses on student outcomes; promotes maximum flexibility for shared decision making at the local level; and has an accountability process which includes rewards, interventions and assistance for schools.

4. All Illinois public school students will have access to schools and classrooms with highly qualified and effective professionals who ensure that students achieve high levels of learning.

5. All Illinois public school students will attend schools which effectively use technology as a resource to support student learning and improve operational efficiency.

6. All Illinois public school students will attend schools which actively develop the support, involvement and commitment of their community by the establishment of partnerships and/or linkages to ensure the success of all students.

7. Every Illinois public school student will attend a school that is supported by an adequate, equitable, stable and predictable system of finance.

8. Each child in Illinois will receive the support services necessary to enter the public school system ready to learn and progress successfully through school. The public school system will serve as a leader in collaborative efforts among private and public agencies so that comprehensive and coordinated health, human and social services reach children and their families.

Developed by citizens of Illinois through a process supported by the Governor, the Illinois State Board of Education and the Illinois Business Roundtable. Adopted as a centerpiece for school improvement efforts.

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Joseph A. Spagnolo, *State Superintendent of Education*

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